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| Lesson Title: | | Element Glogs | | | | | | | | | |
| **Teacher:** | Todd Huck | | **Hour:** | |  | | | | | | |
| **Week:** |  | | **Date:** | |  | | | | | | |
| **Unit:** | Physical Science | | **Target Grade Level: 6th** | | | | | | | | |
| **Course:** | Sixth Grade Science | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Use technology to share research findings about an element and the nature of that element in matter and to publish information to various audiences. |
| **Criteria for Success:** | * Create Glogsters that explain an element. * Recognize and describe other students glogsters use peer review, truthful reporting of methods and out comes making work public, and sharing a lens of professional skepticism when reviewing others work. |
| **Progression of Learning:** |  |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Standard 1 Physical Science | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | **2.** **Communication and Collaboration**  Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:     |  |  | | --- | --- | | a. | interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. | | b. | communicate information and ideas effectively to multiple audiences using a variety of media and formats. | | c. | develop cultural understanding and global awareness by engaging with learners of other cultures. | | d. | contribute to project teams to produce original works or solve problems. | |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Students where assigned an element and asked to write down what they knew about that element. |  | After the research and the creation of the glog, students shared out the information about their element |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| High and middle level students where responsible for all the requrements. Low level where responsible for basic information about their element. |  |  |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Computers  Glogster |  |  |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Showed students a preview of glogster and its many applications |  |
| **Introduction** | Introduced students to their assigned element |  |
| **Direct Teaching** | Showed the rubric  Your GLOGSTER WILL INCLUDE  INFORMATION ABOUT YOUR ELEMENT   * ATOMIC NUMBER * ELEMENT SYMBOL * ELEMENT NAME * ATOMIC MASS * ELEMENT GROUP * ELEMENT FAMILY * ELEMENT PERIOD * PHYSICAL PROPERTIES OF YOUR ELEMENT * CHEMICAL PROPERTIES OF YOUR ELEMENT * HOW YOUR ELEMENT IS USED   THE ABOVE NEEDS TO BE ACCOMPLISHED USING GLOGSTER. YOU CAN INCLUDE THESE IMAGE TOOLS IN YOUR GLOGSTER **GRAPICS**, **TEXT**, **IMAGES**, **VIDEO**, AND EVEN **SOUND**. |  |
| **Guided Practice** | Worked with students individual and in small groups to help guide and show them how to use and operate glogster. |  |
| **Feedback** | Had students send me a link to their glog for me to comment on. |  |
| **Independent Practice** | Students could work on this at home |  |
| **Closure** | Students presented their glogs to the class |  |